

## Understanding How the Drowning Report Affects You

Sharing knowledge of safety practices through Critical Thinking

### LESSON OVERVIEW:

In this lesson, students will apply their understanding of safe behaviour in and around water to persuade others of safe practices.

#### Curriculum Connections

##### **MATHEMATICS, GRADES 1–8 (2006)**

##### **Mathematics**

Working with primary and secondary data (DM 1.1, 2.1); creating charts and graphs (DM 1.2, 1.3); analyzing and evaluating data (DM 2.1, 2.3, 2.4)

#### Learning Goals

Through participation in this lesson, students will:

- Learn about drowning in Canada;
- Demonstrate their understanding of drowning and make inferences about this data;
- Make connections between this information and their own lives.

#### **DIRECTIONS**

**Before you begin, you will need the following:**

- Canadian Drowning Report  
<http://www.lifesavingsociety.com/media/314749/cdndrowningreport2019.pdf>
- Chart paper
- Graph Paper
- Markers



## Minds On

As a class, begin by discussing the following:

- What is drowning?
- As people living in Canada, why is it important for us to learn about drowning?

## Connections

SE1.1 Explain how various media texts address their intended purpose and audience.

SE3.2 Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create.

SE3.4 Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

### Assessment:

Assessment **as** Learning:

Writing conferences

Assessment **of** Learning:

Teacher evaluation

### Differentiated Instruction:

Individual choice of final product

## Action!

Show the students the following line graph: “Number of Unintentional Water-Related Deaths in Canada 1990-2016” and talk about what might cause the fluctuations and overall reduction in drowning:

### “Place Mat” Exercise – Brainstorming activity discussing drowning risks

Organize students into groups of 3-5 and give each group a piece of chart paper. Have each group draw a circle or square in the centre of the paper and then divide the remaining area of the paper into equal sections, one for each group member. Ask students, working individually, to brainstorm what sorts of activities people might be participating in that put them at a greater risk of drowning and to document their ideas. Then, after several minutes, have them discuss their ideas with the aim of finding common themes.

Have the group work together to record the most important points they had in common in the centre of the place mat. Finally, have each group share their findings and discuss these as a whole class.

### Body – Evaluating and Creating a Graph

Show students page 7 and 10 in the Canadian Drowning Report: “Average Annual Deaths” and “Why did they drown?...Risk Factors”. Talk about the provincial variances, trends and the key risk factors for drowning.

In pairs, have them create a circle graph for one of the charts.

### Extension

Have students create a second graph and explain the reasoning behind the choice.

## Consolidation

Using the student-created graphs, discuss the following as a whole class:

- Which provinces have the highest number of drownings and why?
- What are the trends?
- What is the most significant risk factor overall by age?
- What are the trends?
- Choose an age group and discuss why those risk factors pertain to that age group and what are the best prevention strategies?